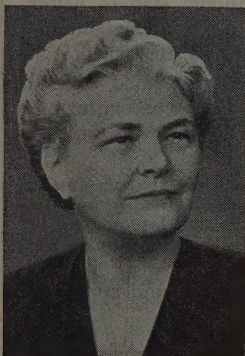


NATIONAL CONGRESS BULLETIN

APRIL 1947

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Dear Local Presidents:



Mrs. L. W. Hughes

ent and family life education—because we believe that in these areas there are urgent needs to be met, special problems to which parent-teacher effort may offer timely solution.

• From many sources came commendations on our choice of points to be stressed, and we are now satisfied that we are directing our efforts along worthwhile channels. Our next step was to outline four specific objectives to be attained in each area—not abstract, visionary aims but reasonable goals that can be translated into reality. And that is the challenge to our thousands of local P.T.A.'s now.

• No program means much as long as it remains in the form of printed words on paper. The blueprints have been drafted; we must now begin to build, to put the Four-Point Program into dynamic action at the local level.

• Accordingly, we are presenting in this issue of the *Bulletin* a list of action projects to be undertaken by local Congress associations—the 27,000 units that are the very heart of the organization. If each one does its utmost, the Four-Point Program will stand forth as a tangible force in America, a pulsating power gathering momentum as it swells and grows.

• But there must be none who shirk or dally, none who sit and say "Since they'll

do it; we needn't bother!" Wherever we find one association lagging behind, there we shall find one weakness, one fault, one flaw.

• As the steering committee points out, no P.T.A. is expected to work on *all* the action projects at once. The first step is to decide which ones are most applicable to your own community. It is far better to choose one or two and carry them through efficiently than to struggle haphazardly with several.

• Remember, there are two years in which to complete this program. And each week, each month, each year should witness some triumph of accomplishment. When one project is finished, let us not fold our hands and say complacently that we have done our share. Instead, let us decide what project next needs our attention and set about it with determination.

• Some of the projects *are* ambitious;

they must be so if we are to remain a forward-looking organization. But let us never underestimate ourselves. We in the P.T.A. have encountered difficult problems in the past, but we have been able to hurdle every obstacle in our path. In 1947—when we are larger and stronger than ever before in our fifty years—we dare not be fainthearted.

• You who are local presidents occupy a most strategic position, for it is you who will inspire and guide the local program. You are the human equation between a job well planned and a job well done. With the impetus that comes from you, each individual unit, each individual member will be impelled to make new and lasting contributions to our present program. And it is these contributions that will go to make up an impressive and significant total effort.

• These are stirring times. The world is slowly convalescing from the dread malady of war. Whether it once more finds vigorous health or suffers a disastrous relapse is up to us and the other

(Continued on page 2)

GOLDEN JUBILEE CONVENTION • JUNE 2-4



© Chicago Park District Photo

The Chicago Art Institute as seen from the offices of
the National Congress of Parents and Teachers.

(Continued from page 1)

citizens of the world. We are four million strong, we who have a share in shaping the ideals that guide our destiny. In this, our Golden Jubilee year, may we dedicate ourselves anew to the cause our Founders charted for us fifty years ago. The world waits upon our constancy to childhood. We must not be found wanting!

Faithfully yours,

Mabel H. Hughes

President
National Congress of Parents and Teachers

Flash!!!!

Just as we go to press a wire from the national chairman of Membership informs us that our membership is now 4,481,297, a gain of 571,191 members. This is the greatest increase ever made in one year! Complete details will be published in the next issue of the *Bulletin*.

A CLARIFICATION

RECENTLY the Four-Point Program steering committee has had several requests for a clarification of specific objective number four under *school education*, which reads: "Encourage and give financial support to the elementary schools and high schools to modernize their programs, their equipment, and their facilities so that all children may have the best educational advantages; . . ."

• The question most often raised is whether or not the statement means that the local P.T.A. should raise money and give it to the schools. It is not the policy of the National Congress to direct its local associations to make outright gifts of money to the schools. To do so would be financing the schools—an obligation that should be assumed equally by all citizens. Financing is quite a different matter from *giving financial support*. The latter is a broad phrase covering any activity that will eventually lead to better *financing*—for instance, the support of a local tax levy that will benefit the schools. It was with this thought in mind that the statement was issued.

• However, since the wording has been misconstrued, it is deemed wise to rephrase the fourth specific objective in order to avoid further confusion. Will you please therefore substitute the following words for the wording that now appears as specific objective number four:

Support a financial program that will enable the elementary schools and high schools to modernize their facilities so that all children may have the best educational advantages; and advocate more active lay participation in school planning, thereby creating a more effective home-school partnership.

This change has been authorized by the steering committee and approved by the national president.

WE ARE ALL READY FOR THE CONVENTION!



© Chicago Park District Photo
**The Old Water Tower—
Chicago Landmark**

IN Chicago on June 2-4, 1947, will convene one of the most momentous meetings in the history of the parent-teacher organization—the Golden Jubilee convention of the National Congress. Marking half a century of unstinted service to the children and youth of America, the convention will not only commemorate fifty years of P.T.A. attain-

ments but will point the way toward new pinnacles of achievement.

Accordingly, the Four-Point Program, current blueprint of parent-teacher endeavor, will dominate the convention theme. The structure of this year's program has been streamlined into nine general sessions so that all delegates may have the opportunity to attend every meeting. Symposiums on each of the four major areas will feature eminent speakers and noted participants who will apply their vast fund of experience to the timely problems within the realm of parent-teacher interest. Various national chairmen, acting as interrogators, will help to keep the discussion moving at an alert pace.

On hand to welcome convention delegates will be Dwight H. Green, governor of Illinois; Martin H. Kennelly, mayor of Chicago; and Vernon L. Nickell, Illinois state superintendent of public instruction.

A galaxy of celebrated world figures will have stirring commentaries to make on the present era, one in which purpose and clarity of vision are indispensable to the survival of civilization. Among these

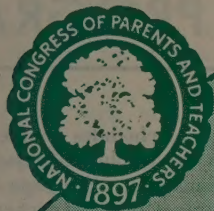
well-known personages will be Dorothy Thompson, author and columnist on world affairs; John Mason Brown, eminent drama critic and author of *Many a Watchful Night* and *Seeing Things*; Frances Perkins, member, U.S. Civil Service Commission and former Secretary of Labor; and Rabbi Joshua L. Liebman, author of *Peace of Mind*.

Special Features

Assembly singing at the convention promises to be noteworthy, for it will be under the expert leadership of Augustus D. Zanzig, director of the educational department, Griffith Music Foundation, Newark, New Jersey.

A carillon concert at four o'clock on Sunday, June 1, will precede the five o'clock vesper services at Rockefeller Memorial Chapel, University of Chicago. The Reverend Charles W. Gilkey, dean of the chapel, will give the address of the day.

The parade of states will take place at the evening session, Monday, June 2, and the life membership dinner is scheduled for Tuesday evening, June 3. Sight-seeing trips in and around Chicago will be arranged for convention delegates.



FOUR-POINT PROGRAM OF THE NATIONAL CONGRESS OF PARENTS AND TEACHERS

THE FOUR-POINT PROGRAM of the National Congress of Parents and Teachers, published in the February 1947 issue of the *Bulletin*, presented the four areas selected for major parent-teacher emphasis as well as four specific objectives in each area. The program has been enthusiastically received. State and local parent-teacher groups have already distributed more than 300,000 reprints of it. The Four-Point Program was also published in full in *National Parent-Teacher: The P.T.A. Magazine*, and a number of state bulletins have publicized it.

Now we are ready to present the second section of the plan, the ACTION PROJECTS. These action projects offer to parent-teacher leaders ways in which the four points may be translated into community action everywhere in the country. Of course we do not expect any association to undertake simultaneously all the projects outlined here, nor do we expect any project to be completed at once. We are fully aware that hundreds of P.T.A.'s have already started work on different phases of the program. These associations will intensify their efforts and welcome the news that thousands of other groups will be carrying on similar projects and activities. Our strength lies in unity of purpose throughout our great membership. The day-by-day achievements of 27,000 local units will add up to an impressive total, a working program that will establish new and lasting gains for children the world around.

The following steps are suggested to assure an orderly and practical plan of operation by all local associations:

1. Appoint a local Four-Point Program steering committee that will aid the local president and the executive committee in directing and carrying forward the program.
2. Give one person or one committee the responsibility for gathering together up-to-date information pertinent to the four areas of the program.

- Included in this material should be a working file of copies of *National Parent-Teacher: The P.T.A. Magazine*, which will contain abundant material during the year on all phases of the program.

- The local librarian can help by supplying useful books and pamphlets related to the projects being undertaken. The National Congress has mailed a reprint of the Four-Point Program to more than 10,000 librarians throughout the country.

1. School Education
2. Health
3. World Understanding
4. Parent and Family Life Education

3. Keep the membership and the entire community informed of the progress of the program. Enlist the services of the press, the radio, and all other publicity channels in the community to keep interest alive and achievements well publicized.
4. Cooperate with the parent-teacher council (if there is one) in organizing a speakers' service so that squads or teams of speakers will be ready to explain the programs to other groups or to enlist their aid when united community action on the part of the community as a whole is essential.

Every officer and committee chairman—local, council, district, state, and national—can find a place to work on this strategic program. Suggestions for complete utilization of P.T.A. leadership will be given in the next section of the Four-Point Program, "Key Persons in Key Posts."

STEERING COMMITTEE ON THE FOUR-POINT PROGRAM

Mrs. John E. Hayes, Chairman
Mrs. Stanley G. Cook
Mrs. Clifford N. Jenkins
Dr. Ralph McDonald

G. F. Moench, M.D.
Dr. Ralph H. Ojemann
Dr. A. Pauline Sanders
Miss Agnes Samuelson

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ACTION PROJECTS — FOUR-POINT PROGRAM

1 SCHOOL EDUCATION

Education is an investment in human resources. Therefore all measures that seek to promote education must depend for their success on the understanding and hearty cooperation of the general public. Accordingly, every adult in the community can assume an important role in helping to attain the school education objectives of the Four-Point Program.

1

• Urge legislation for soundly financed schools.

1 Find out what amount of money is required by your local school to carry out its program. Tell your school authorities that you want to cooperate with them and ask how your P.T.A. may help.

2 Learn all you can about any recent school surveys made in your state. If none has been made recently, petition the governor of your state to appoint a commission for this purpose. If the schools have been surveyed, discuss the findings at P.T.A. meetings so that members may become thoroughly familiar with the proposed remedies and may be able to explain them to others. Support the legislation committee in its effort to secure passage of any bills that will benefit school children.

3 Assign to the legislation committee or some other group the important task of keeping abreast of school education developments in other states. The *National Parent-Teacher*, the *National Congress Bulletin*, the *N.E.A. Journal*, state parent-teacher bulletins, and state education journals will be invaluable in this connection. Give the committee time to report on proposed amendments to state constitutions and on what the various states are doing in the way of school legislation.

4 Ask the legislation committee to report regularly on Federal legislation providing aid for education. Obtain from your representatives in Washington copies of all Federal aid bills. Request your legislation chairman to study these bills in the light of the established policies of the National Congress of Parents and Teachers and explain them to the membership. Do all you can to promote understanding and support of all measures endorsed by the National Congress of Parents and Teachers. Refer to the *National Parent-Teacher*, the *National Congress Bulletin*, and the *N.E.A. Journal* for timely information on all Federal measures in the school education field.

2

• Rally support for higher salaries for teachers.

1 Request your school education committee or some other group to gather information on the teacher shortage in your community and present the facts to the membership. Ask your local school authorities how the P.T.A. can help to end the shortage. Find out how other communities are solving the problem, and suggest similar action by your group.

2 Study local teachers' salary schedules in the light of the standards outlined in the resolution passed by the National Congress Board of Managers. (See page 32 of the January 1947 issue of the *National Parent-Teacher*.) After discussing the resolution, see what can be done immediately to reach these goals.

3 Organize a team of speakers who will address other community groups on the teaching crisis—its causes and how it may be remedied.

4 Ask your school education chairman to review at a P.T.A. meeting the pamphlet entitled *Our Children*, published by the National Education Association. Be on the alert for other new publications containing pertinent information on the subject.

3

• Raise the prestige of the teaching profession.

1 Discuss all possible reasons why more young men and women are not preparing for the teaching profession and why trained and experienced teachers are leaving our schools. Find out which of the following factors apply to your local school and to what extent: inadequate retirement funds, insecurity of tenure, high living costs, rigid social restraints, excessive teaching loads, disciplinary problems, undemocratic procedures, and lack of adequate school equipment and facilities.

2 Determine which unfavorable conditions in your schools can be improved by democratic discussion and direct action and which require legislative action, local or state. Write to the state chairman of school education for information and assistance in solving the problems brought to light.

3 Find out what other communities and states are offering in the way of teacher training scholarships for deserving young men and women. Report your findings to the P.T.A., and stimulate interest in similar local projects that will aid prospective teachers.

4 Find out from the teacher education institutions in your state how many and what kind of teaching positions they are called upon to fill. Ask for professional advice about the educational fields in which trained teachers are most urgently needed. Use this information to encourage young people to go into the teaching profession.

4

• Link the interests of the home and school.

1 Invite school authorities and educational leaders to attend P.T.A. meetings and discuss important new tasks facing the schools today. Discover what your P.T.A. can do to build public opinion in favor of needed curriculum revisions that will allow for the wider use of audio-visual aids, more education for home and family life, and so on. Work toward increased library facilities and other services that will benefit young children, adults, exceptional children, minority groups, and people in rural areas.

2 Plan an effective observance of American Education Week. Write to the state or national chairman of School Education for a packet of materials related to the observance.

3 Cooperate with other community agencies that are rendering educational and social services to children and youth so that the full weight of organized public opinion may be used to full advantage.

4 Make good use of the suggestions in the pamphlet *Looking Toward Tomorrow's Education*, which was prepared for publication by the Joint Committee of the National Education Association and the National Congress. (Sufficient copies of this pamphlet were sent to state congress offices to provide at least one copy for every P.T.A. Additional copies are available at cost from the state congress.)

2 HEALTH

More and more we are coming to realize the necessity for broadening the scope of our health program. Now as never before is this vastly important, for the task of building a world of peace and social progress will demand sound minds in sturdy, healthy bodies. For this reason the second area in the Four-Point Program offers every P.T.A. a stirring challenge to expand its health activities.

1

• Evaluate community resources.

1 Find out from local health leaders what the P.T.A. can do to help raise health standards.

2 Appoint a committee to arrange for a series of talks by health leaders such as the local, county, or state health officer, the head of the medical or dental society, a prominent hospital administrator, and so on. Subjects for discussion might include the following:

- In what ways can the P.T.A. spread sound information about the health needs of the community?
- How can the P.T.A. help to improve and extend health services that will meet these needs?
- What are the effects of malnutrition on the mental, physical, and emotional growth of children?
- If qualified personnel is lacking, what volunteer assistance can the P.T.A. offer toward the advancement of the community child health program?

3 Ask the health committee to visit local health departments, hospitals, laboratories, X-ray clinics, or county medical and dental societies and report back to the association on what these agencies, institutions, or organizations are doing to improve health conditions in their respective areas.

4 Request that the health chairman make a list of community health problems, and present them to the P.T.A. for discussion and action.

2

• Help to recruit qualified professional personnel.

1 Plan forums, round tables, or panel discussions that will give parents and young people information about the opportunities open to persons trained in the field of health.

2 Invite professors of medicine, dental experts, head nurses, physical therapists, and health technicians to speak at P.T.A. meetings in order to explain recent changes that have taken place in the professions of nursing, dentistry, medicine, and engineering.

3 Plan to observe Public Health Nursing Week, which falls in April of each year. Get in touch with local or district nurses' associations and ask for their suggestions on how to help recruit more nurses.

4 Investigate the possibilities for setting up scholarships or student loans for young people with the inclination and the ability for a career in the field of health. Find out what scholarships in this field are already being offered.

3

• Promote the health program in general.

1 Support all approved health legislation—local, county, state, and Federal—including measures providing for maternal and child welfare, appropriations for the survey and construction of hospitals, and provisions for other public health services.

2 Cooperate with school authorities on plans to include health instruction in the curriculum of every grade from kindergarten through high school. If the school has no qualified nurse on its staff, urge the school board to make provision for one, furnishing adequate facilities for her work, and for students' health examinations.

3 Find out what is being done in the community, the county, and the state on behalf of exceptional children, and work through the proper channels to give them the care and education best suited to their needs.

4 Organize parent education classes to teach adults the importance of health services, the relation between physical and mental health, the necessity for early detection and treatment of defects, approved standards of nutrition, and other necessary information. Cooperate wholeheartedly in all state and national plans to promote the circulation and use of *National Parent-Teacher: The P.T.A. Magazine* in order that members may have access to the information on health contained in each issue.

4

• Meet community needs.

1 Promote the Summer Round-Up of the Children, and encourage parents to see that remediable defects are corrected promptly. Bear in mind that the Round-Up can help develop fellowship among the parents of preschool children.

2 Impress upon parents the importance of immunizing and vaccinating children against communicable diseases, and offer assistance to the health department if needed.

3 Publicize the health facilities available to adults and children in the community, and encourage the full use of these services.

4 Cooperate with other community organizations in such projects as establishing a health council, a health center, a supervised playground, a recreation center, prenatal or other services if present services are not adequate.

3 WORLD UNDERSTANDING

Every American community has now become part of a world community. And this world community, if it is to survive, must have abiding peace—a peace in which tolerance, understanding, and mutual trust replace suspicion, fear, and hate. Our world community begins where we live and work—in our homes, our businesses, our schools, our churches—and certainly in our P.T.A.'s. Undertaking the following action projects will help us to achieve the main objectives of world understanding, the third area in the Four-Point Program:

1

• Cultivate friendly feeling toward other peoples and other nations.

1 Appoint a committee to assemble material that can be used by a study group on world understanding. Include in this source material such books as Wendell Willkie's *One World*, and *One World or None*, written by a selected group of atomic scientists.

2 Show the sound film, *One World or None*, obtainable from the National Committee on Atomic Information, 1749 L Street N.W., Washington 6, D. C. At a P.T.A. meeting, allow time for discussion following the showing of the film.

3 When enough source material is assembled, form a study group that will make a serious analysis of the United Nations Charter, especially the functions of the General Assembly, the Security Council, the Economic and Social Council, UNESCO, and the International Court of Justice. Material may be obtained by writing to United Nations Information, U.S. State Department, Washington 25, D. C., and the American Association for the United Nations, Inc., 45 E. 65th St., New York 21, N. Y.

4 Publicize radio programs dealing with international affairs, and call attention to books and other publications that give a true picture of life in other lands.

2

• Encourage people of different national origins to participate in community affairs.

1 Arrange an exhibit on the United Nations at some accessible spot in the community. Ask all P.T.A. members to make some contribution to the exhibit to insure its success.

2 Sponsor a community music festival featuring the music of all nations. Invite a local musician or teacher to speak on music as an international language.

3 Stage a series of native-land folk dances by foreign-born citizens of the community, each group wearing the costume of its own homelands. American folk dances should also be included. From time to time present pageants and other dramatizations that will show how other countries and other cultures have contributed to the general welfare of this nation.

4 Promote a "Recognition Day" to honor young men and women who have attained voting age, and foreign-born adults who have become citizens. Ask the mayor for a proclamation designating a day for this purpose.

3

• Build public opinion to sustain world understanding.

1 See that Brotherhood Week is made an occasion for recognizing the contribution of all groups to the welfare of the community, and cooperate with schools and all other community institutions in promoting the observance of World Good Will Day.

2 Urge all P.T.A. members who are qualified voters to exercise full use of their franchise by voting, holding office, and participating in civic affairs. In this way they may help to demonstrate to the world community the advantage and value of democratic procedures at local, state, and national levels.

3 Ask local delegates who attend state and national conventions to report discussions related to world understanding and any action taken in the field of international relations.

4 Keep your state bulletin editor and publicity chairman informed about any outstanding P.T.A. efforts on behalf of world understanding. Reports of successful projects in one P.T.A. will stimulate and encourage other associations.

4

• Develop a world community outlook through education.

1 Encourage the schools to place greater emphasis on international good will, both during and after school hours, by means of suitable units of work, student discussions, assembly programs, occasional playlets, literary programs, charts, posters, and similar aids.

2 Secure the approval and cooperation of school authorities in sponsoring a student essay contest or poster contest on the theme "All People Are Neighbors." Appropriate awards or recognition to the winning students can usually be arranged through cooperation with local civic organizations.

3 Urge school boards to recommend that the school library purchase authoritative books dealing with all phases of international affairs.

4 Make maximum use of state and national publications that contain materials on world understanding, especially *National Parent-Teacher: The P.T.A. Magazine*.

REPRINTS AVAILABLE

One hundred thousand reprints of the action projects presented in this issue have been distributed free to state congress offices. Additional reprints are available to state, district, council, and local parent-teacher groups at 50 cents a hundred or \$3.50 a thousand. Order from the National Office.

4 PARENT AND FAMILY LIFE EDUCATION

Belief in any philosophy or idea must necessarily entail two important steps: first, a sincere facing of facts and, second, action that will translate ideals or principles into reality. To be worth while, action should be both planned and practicable. The fourth area in our Four-Point Program will take on real meaning only when all local parent-teacher associations:

1

• Develop effective leadership.

1 Encourage groups to meet monthly for the purpose of studying and discussing the parent education courses published in *National Parent-Teacher: The P.T.A. Magazine*.

2 Sponsor study courses that have a dual purpose: to develop a skill or practical art, such as clothing construction, metal work, or ceramics; and to give members an opportunity to discuss family problems while they are working at these crafts—particularly problems applying to child development, the boy-girl question among adolescents, money management, use of the family car, and others.

3 Conduct joint meetings and conferences with the members of other community groups such as social workers, public health nurses, counselors, and extension leaders or parent education supervisors qualified to train lay leaders.

4 Work with other community agencies to plan and display exhibits dealing with problems of home and family life—for example, a display of charts and posters presenting the Basic Seven foods, an exhibit of children's play materials, and so on. (In all demonstrations of this kind, guard against violating the noncommercial policy of the National Congress.)

2

• Expand the parent education program.

1 Designate an officer or committee chairman who will visit child-care centers, play schools, nursery schools, kindergartens, playgrounds, and preschools and then report to the association what is being done there for children of the community.

2 Give the teachers or leaders of these various schools and centers an opportunity to demonstrate to the association desirable techniques used in working with young children. Ask juvenile court judges to explain laws which do or do not protect children, such as adoption laws, labor laws, etc.

3 Organize preschool sections of P.T.A.'s in order to interest young parents in homemaking, child development, and parent education.

4 Invite public speakers or representatives from other organizations interested in child development, better housing, and homemaking to lead discussions on these subjects at P.T.A. meetings. Show slides or movies that will demonstrate new techniques in homemaking. Place emphasis on the importance of developing a spiritual atmosphere in the home through regular Bible reading, prayers, and worship in the church of one's faith.

3

• Urge school officials to emphasize the need for parent, home, and family life education for both boys and girls.

1 Discuss the need for teachers in the elementary grades to relate their subject matter to the job of living in a home, and support school programs that provide for such teaching.

2 Plan conferences with school officials, and urge that units of instruction on human behavior and its development, on personal and social relationships, on the budgeting of time and money be added to the curriculum.

3 Encourage out-of-school interest in hobby clubs; music and art groups; character-building organizations; and the like.

4 Suggest to school officials the need for assembly programs that will show positive aspects of family life. Interesting assembly topics might include "The Do's and Don'ts of Good Manners," "Tips for Good Grooming," "Ways To Save Your Dollars," "A Barrel of Fun in Good Eating," and "New Tricks in Textiles."

4

• Stimulate interest in all devices and techniques that can be used in parent, home, and family life education.

1 Arrange panel discussions, forums, workshops, institutes, and seminars to acquaint P.T.A. members with what is being done in the fields of homemaking, family life, and human relationships.

2 Use the "Jiffyskits" published by the National Congress to promote parent education, and develop similar kits based on articles in the *National Parent-Teacher* and in state parent-teacher publications.

3 Start radio groups that will listen each Saturday to *The Baxters*, and later discuss the broadcast.

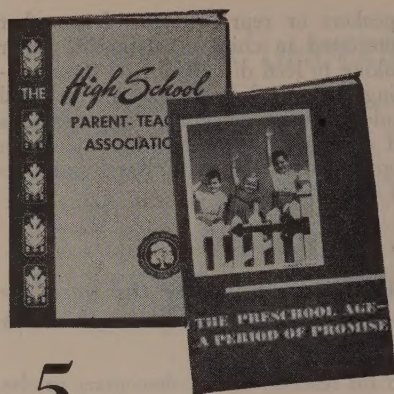
4 Use the motion picture previews in *National Parent-Teacher: The P.T.A. Magazine* as the basis for discussion in local P.T.A. meetings. Get in touch with the nearest film library and arrange for the showing and discussion of films on child behavior, homemaking, and so on.

BE PREPARED

The *National Parent-Teacher* and the *National Congress Bulletin* will be the main sources of news, information, and discussion material on the Four-Point Program. Consequently every association and council should be amply provided with copies of both publications. The combined subscription price is \$1.20.

- A member of your local Four-Point Program steering committee together with the Magazine and publications chairmen should act as a team to build up circulation during the summer months.
- The proceeds of a special feature—lawn or garden party, fair or carnival, game or benefit—could be used to purchase a number of subscriptions for the use of members.

Sound, authentic, up-to-the-minute information will be a major factor in the successful development of the Four-Point Program. You can depend on your parent-teacher publications for such timely material. Plan now to make full use of them.



5

BIRDS WERE KILLED!
WITH ONE STONE!

But we're speaking only figuratively, of course, for no one was killed. On the contrary, the association became more alive than before, because the stones were *foundation stones*, of which "not one was left unturned"! And the membership figure of the Woodrow Wilson Junior High School P.T.A. in San Diego jumped from 600 members last year to more than 1,000 this year.

Now perhaps we'd better catch our breath and explain what this is all about. It started last year when the dean of girls of the junior high school, a staunch supporter of the P.T.A., asked the English teachers of grades seven through nine to start an essay contest on the topic "The Parent-Teacher Organization: Its Origin, Growth, and Service to Youth."

Local, district, and state leaders, as well as the national chairman of Congress Publications, aided in securing copies of all Congress publications, which were used as a circulating library among the students. Each one chose a certain phase of the organization's growth to write about. Some selected the state parent-teacher history; others dwelt on one committee activity such as juvenile protection, character education, or music as it applied to the program of the P.T.A.

Because entries were not at all compulsory, it was amazing to find that after careful screening and selection of the best essays, there were eighty-three among which it was difficult to choose. The Woodrow Wilson P.T.A. awarded first, second, and third prizes, plus honorable mention to twelve boys and girls whose work showed much study and thought.

The results were fivefold:

1. Both parents and pupils gained a new awareness of the great amount of splendid printed material available about the parent-teacher movement, and as a result many additional Congress publications have been purchased.

2. Parents, who were often surprised to find the scope of the organization so great, also learned more about what the schools were doing and attended parent-teacher meetings more frequently than before.

3. Students gained from their reading a greater respect for parent-teacher efforts. Nearly every essay expressed new-found appreciation of the P.T.A.'s concern for youth.

4. Pupils voluntarily offered their assistance in the enrollment of members, and their efforts brought into membership many community citizens who were not parents and who might otherwise have never entered a school building.

5. The contest was made a regular part of the association's program each year. The teachers likewise were enthusiastic about the gratifying results.

In this year's contest, the topics were classified so as to facilitate the selection of subject matter. The number of awards was also increased. Thirty-two boys and girls received as a prize a book inscribed with his or her name. Each student, in turn, presented his book to his own home-room bookshelf for other pupils to read and enjoy.

Thus the outcome in terms of community benefits are ever widening. For instance, the president of an elementary P.T.A. asked for the essays to read at a Founders Day meeting as a means of interesting parents who might be prospective members of the junior high P.T.A. the following year.

The contest is especially important from the standpoint of public relations, according to the dean of girls. "Not only has attendance at meetings increased," she points out, "but our boys and girls are their own best representatives. We now have 1,450 'parent-teacher-conscious' students at Woodrow Wilson."

MRS. E. T. HALE
National Chairman
Committee on Congress Publications

GOLDEN

1897

1947

CONVENTION
HOTEL
RATES

JUBILEE

Do you have your
hotel accommoda-

tions for the 1947 Golden Jubilee convention in June? If not, please write to the Stevens in Chicago at once to make sure of your reservations. The hotel management will make every effort to take care of all our delegates, but in order to avoid last-minute disappointment, get in touch with the Stevens now.

The hotel's daily rates for rooms with bath are as follows:

- Single room, \$4 to \$9.
- Bedroom for two, double bed, \$6.50 to \$11.
- Bedroom for two, twin beds, \$8 to \$12.
- Suites, \$12 and up.

A large convention turnout is expected, so do not delay. Write directly to the Stevens Hotel today!

We haven't forgotten the list of "Fifty or More!" We haven't space for it in this issue of the *Bulletin*, but you will find it in the May issue. The *Woodstock P.T.A.* of Anniston, Alabama, sent in the most *National Parent-Teacher* subscriptions during the year—a total of 213!

JUST TO LET YOU KNOW...

We haven't discontinued our regular features, "What Our Congress Parent-Teacher Groups Are Doing" and "Our P.T.A. Question Box." We have many pictures, stories, and questions on hand, and just as soon as space permits, both features will appear again. The present budget for the publication and distribution of the *Bulletin* makes it obligatory to keep within eight pages. Therefore, when special programs and announcements must be published the other items have to take their turn. So keep on sending your stories and your questions. We'll get around to all of them by and by.